

# The Functional Emotional Assessment Scale

## Administration and Scoring Form

Age: **3-4 Years**  
Behaviors: **Caregiver**

Name of Child: \_\_\_\_\_ Date of Testing: \_\_\_\_\_

Age of Child: \_\_\_\_\_

Person Playing  
With Child: Mother: \_\_\_\_\_ Father: \_\_\_\_\_  
Caregiver: \_\_\_\_\_ Examiner: \_\_\_\_\_

### General Scoring

Scoring is on a two-point scale for most items, except where indicated, and is:

- 0 = not at all or very brief
- 1 = present some of time, observed several times
- 2 = consistently present, observed many times

Indicate N/O for behaviors that are not observed

Where indicated to convert a score, transform the scoring as follows:

- 0 becomes a 2
- 1 = 1
- 2 becomes a 0

Scores for symbolic play should be entered in the SYM column and scores for sensory play entered in the SENS column. When the examiner facilitates play with the child, enter scores in the EXAM column. The last column may be used for entering scores for additional caregivers (e.g., mother, father, foster parent, babysitter) observed playing with the child.

Scores are interpreted for the primary caregiver playing with the child for the symbolic and sensory play situations. If scores do not differ for symbolic and sensory play, then only one score is interpreted. However, if behaviors differ for the different play situations, then two scores are calculated, one for symbolic play, one for sensory play. These are interpreted using the cutoff scores presented in the profile form.

Age: **3-4 Years**  
Behaviors: **Caregiver**

Child's Name: \_\_\_\_\_

KEY: SYM = SYMBOLIC; SENS = SENSORY; EXAM = EXAMINER OBSERVATIONS

	SYM	SENS	EXAM
<b>SELF-REGULATION AND INTEREST IN THE WORLD</b>			
1. Interacts calmly with child, able to wait for child's responses			
2. Shows pleasant or animated, happy affect throughout play <i>Scoring:</i> 0 = flat, somber, or depressed affect 1 = content, but neutral 2 = happy and animated with warm and engaging smiles			
3. Is sensitive and responsive to child's need for touch by stroking or touching child in pleasurable ways and/or encourages child to explore textured toys.			
<b>Total For Self-Regulation and Interest in the World</b>			
<b>FORMING RELATIONSHIPS, ATTACHMENT, AND ENGAGEMENT</b>			
4. Is relaxed during interchange with child, not overly attentive to child's every action.			
5. Looks at child with affection, showing a warm connection.			
6. Enjoys being with and playing with the child through smiles or a joyful look and emits a sense of warmth by providing inviting gestures. Keep in mind cultural differences in how this may be expressed.			
7. Maintains a verbal or visual connection with child, showing clear availability and interest in the child. Child may move away from caregiver to explore room, yet the caregiver maintains connection to the child across space through gestures, vocalizations, and facial expressions.			
<b>Total for Forming Relationships, Attachment, and Engagement</b>			
<b>TWO-WAY, PURPOSEFUL COMMUNICATION</b>			
8. Allows child to decide on the play topic, to initiate play and explore toys in ways that the child seeks or needs.			
9. Responds to child's wishes, intentions, and actions in a contingent way, building on how the child wishes to play. For example, child may hand toy to parent, and parent responds by taking it and saying something about the toy, then gives the child an opportunity to respond to what they just did. <i>Scoring:</i> 0 = consistently does opposite to what baby seeks, misreads child's cues, changing activity from what child wants to do. 1 = misreads child's signals about 25 to 50% of time changing activity or toy while at other times reads child's signals accurately. 2 = responds to child's signals in appropriate way most of time (up to 75% time responsive to child), staying on the activity that the child has chosen.			
10. Predominately handles toys, engaging in parallel play and removing			

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	SYM	SENS	EXAM
attention from playing with child. <i>Converted Score*</i> Score of 0 converts to 2			
11. Plays with child at developmentally appropriate level. Caregiver may play slightly above child's level of skill, modeling new ways to do things or labeling what child does or describing the functions of objects.			
12. Stimulates child at pace that allows child to respond, waiting for child's responses. Avoids overstimulating child with language or actions.			
<b>Total for Two-Way, Purposeful Communication</b>			
<b>BEHAVIORAL ORGANIZATION, PROBLEM-SOLVING, AND INTERNALIZATION (A Complex Sense of Self)</b>			
13. Responds and initiates reciprocal back and forth chains of interactions with child, stringing together connected circles of communication or units of interaction. For example, caregiver introduces baby doll, baby touches doll's face, mother touches doll's hair, baby pats the doll, mother says "baby", and baby glances between mother and doll). The caregiver may imitate child (i.e., pushing car alongside child), then interject her turn by an action or verbalization related to the child's actions (i.e., "Oh, a bump!", then bumps her car into child's car). <i>Scoring:</i> 0 = 0 to 2 circles 1 = 3 to 5 circles 2 = 6 or more circles			
14. Uses gestures and facial expressions as a modality to promote circles of communication.			
15. Uses language or vocalizations as a modality to promote circles of communication.			
16. Elaborates on and builds complexity into the child's play behaviors while engaged in interactive sequences between parent and child. The parent expands on what the child does while remaining on the child's play topic (e.g., the parent does not introduce a completely new play idea). The parent provides a small challenge or interesting twist to the play that requires the child to respond slightly differently than before, thus creating a problem solving opportunity for the child. For example, the parent and child are pushing a car back and forth towards each other. The parent expands on this by creating a wall with her leg to prevent the car from rolling, then waits to see how the child will solve this situation.			
17. Allows child to assert self in play, exploring with confidence in what that he or she wishes (i.e., child expresses strong wish to play in a certain way such as banging toys, being silly, holding a doll, or running around room.) Parent supports the child's needs for dependency and closeness, assertiveness and curiosity, aggression, autonomy, or pleasure and excitement by admiring, showing interest, and/or by joining in to the child's play in whatever way the child seeks. Problems			

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Child's Name: \_\_\_\_\_

	SYM	SENS	EXAM
that may interfere with caregiver's capacity to support this area might be intrusiveness, withdrawal, overprotectiveness, or playing at level far above child's level of competence.			
<p>18. Shows pleasure and excitement in playing with child in whatever way the child wishes to play.</p> <p><i>Scoring:</i>            0 = little pleasure and excitement shown by caregiver.            1 = pleasure and excitement sustained by parent over the course of several (3 to 5) circles of communication.            2 = pleasure and excitement sustained for many (6 or more) circles of communication.</p> <p><i>Note here if child is unable to sustain circles of communication if it affects caregiver's score:</i>            Child can sustain circles: _____ Child cannot: _____</p>			
19. Expresses appropriate limits on baby. The caregiver may redirect child not to leave room, not to hit her, or not throw toy. If no need for limits arises during play, mark N/O and give 2 points.			
<b>Total for Behavioral Organization, Problem-Solving, and Internalization</b>			
<b>REPRESENTATIONAL CAPACITY (Elaboration)</b>			
20. Encourages child to engage in symbolic play by modeling or combining materials in ways that encourage representational actions (i.e., mother holds spoon near baby doll's mouth and says, "Feed baby?"). Parent appears comfortable in playing make believe.			
21. Elaborates on child's pretend play idea by building on child's ideas and adding some complexity to them. (e.g., Child puts doll in car and pushes it and caregiver says "Oh, is Daddy going to the store?").			
22. Allows child to express pretend play themes involving closeness or dependency (e.g., nurturing doll) without competing for child's attention to be the one nurtured.			
23. Sustains pretend play, showing interest, pleasure, and excitement about the child's pretend play idea by asking questions, laughing or smiling, and joining into the child's play with enthusiasm (e.g., Caregiver says "Oh, that's a good idea. What happens now? That's so funny!").			
24. Allows child to express themes of assertiveness in pretend play (i.e., child pretends he's a policeman and puts caregiver in jail; child pretends to go to work and tells caregiver to stay home).			
<b>Total for Representational Capacity (Elaboration)</b>			
<b>REPRESENTATIONAL DIFFERENTIATION (Building Bridges Between Ideas and Emotional Thinking)</b>			
25. Elaborates on child's pretend play, creating opportunities to logically connect ideas in play. The caregiver accomplishes this by asking questions to give depth to the drama such as "how", "why", or "when".			

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	SYM	SENS	EXAM
If the child strays off the topic, the caregiver asks questions to bridge the circle of communication back to the pretend play theme (i.e., "But what happened to the crocodile? He was ready to go for a swim and now you're playing with the truck.")			
26. Incorporates causality into pretend play by helping child to logically connect three or more ideas into a reality-based story sequence. For example, if the child is playing out how two animals fight, the caregiver might ask "How come they're fighting?", "Do they know each other?".			
27. Helps child to elaborate on a wide range of emotional themes, whatever they might be—assertiveness, pleasure and excitement, fearfulness, anger, or separation and loss. The caregiver is accepting of the child's expressions of different feelings and themes through play and shows no discomfort at the expression of different ideas from the child.			
<b>Total for Representational Differentiation (Emotional Thinking)</b>			
<b>Total Caregiver Score</b>			

Age: 3-4 Years  
Behaviors: Child

Child's Name: \_\_\_\_\_

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Behaviors: Child

Name of Child: \_\_\_\_\_

Date of Testing: \_\_\_\_\_

Age of Child: \_\_\_\_\_

Person Playing  
With Child:

Mother: \_\_\_\_\_  
Caregiver: \_\_\_\_\_

Father: \_\_\_\_\_  
Examiner: \_\_\_\_\_

### General Scoring

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	SYM	SENS	EXAM
<b>SELF-REGULATION AND INTEREST IN THE WORLD</b>			
1. Is interested and attentive to play with toys.			
2. Explores objects freely without caution.			
3. Remains calm for play period with no signs of distress (crying or whining), showing appropriate frustration.			
4. Is comfortable touching textured toys and in being touched by caregiver.			
5. Shows happy, content affect <i>Scoring:</i> 0 = flat, somber, or depressed affect 1 = content but neutral 2 = happy and content, robust smiles, warm and engaging affect			
6. Remains focused on objects or caregiver without being distracted by sights or sounds. <i>Scoring:</i> 0 = distracted frequently; no focused play for more than a few seconds at a time 1 = distracted some of the time with brief periods of focused play 2 = remains focused in play most of the time with only brief distractibility			
NOTE: SCORE ONLY ITEM 7 OR 8, WHICHEVER APPLIES.			
7. Underreactivity: Appears sluggish or withdrawn <i>Scoring:</i> 0 = withdrawn, difficult to engage 1 = sluggish or slow-paced in actions but can eventually be aroused or engaged 2 = shows a bright, alert state with focused play throughout			
8. Overreactivity: Appears overaroused by toys and environment. <i>Scoring:</i> 0 = Very active, moves quickly from one toy to the next or wanders away from caregiver and toys constantly 1 = Moderately active, occasional bursts of changing activity quickly or wandering away, then settles into play with one toy for short period 2 = Well-modulated in pace and activity level, focusing on a toy or caregiver for long periods before changing activity.			
<b>Total For Self-Regulation and Interest in the World</b>			
<b>FORMING RELATIONSHIPS, ATTACHMENT, AND ENGAGEMENT</b>			
9. Shows emotional interest and connection with caregiver by vocalizing and smiling at her.			
10. Evidences a relaxed sense of security and/or comfort when near			

Age: **3-4 Years**  
Behaviors: **Child**

Child's Name: \_\_\_\_\_

	SYM	SENS	EXAM
caregiver. If child is active and moves away from caregiver, he references her from across space and shows relaxed security in distal space.			
11. Anticipates with curiosity or excitement when caregiver presents an interesting object or game.			
12. Displays signs of discomfort, displeasure, or sadness during interactive play if caregiver should become unresponsive or engage in anticontingent behaviors. <i>(If caregiver is responsive or contingent, note that this was not observed with "N/O", then assign 2 points.)</i>			
13. Initiates physical closeness to caregiver but is not clingy; If child is active and moves away from caregiver, child maintains a visual or verbal connection with caregiver.			
14. Turns head away, averts gaze, moves away, or sits facing away from caregiver without social referencing caregiver. Appears indifferent, aloof, withdrawn, or avoidant of caregiver. <i>Converted Score*</i> Score of 0 converts to 2			
15. Social references caregiver while playing with toys.			
16. After moving away, communicates to caregiver from across space by looking, gestures, or vocalizations.			
<b>Total for Forming Relationships, Attachment, and Engagement</b>			
<b>TWO-WAY, PURPOSEFUL COMMUNICATION</b>			
17. Opens circles of communication: Initiates intentional actions with objects while also engaged in interactions with caregiver (i.e., manipulates object then looks at mother and smiles or vocalizes).			
18. Gives signals: Initiates purposeful and intentional actions in play with objects. <i>Scoring:</i> 0 = Needs considerable help to get started in play or to engage in purposeful actions; no clear gestures or organized intent 1 = Initiates play but engages in stereotypic actions; i.e., lining toys up, mouthing toys for long periods of time, banging toys without engaging in any other actions with the same toy OR initiates play but actions appear aimless or disorganized. 2 = Play shows intentionality and variety, engaging in two or more different behaviors with a given toy or activity. Gestures are specific and activity is functionally tied to objects.			
19. Closes circles: Responds to caregiver's cues in contingent manner (i.e., mother offers toy, baby takes it and puts it in a container). <i>Scoring:</i> 0 = Does not notice caregiver's response 1 = Notices caregiver's response and looks, but does not respond contingently through actions; instead does something that has nothing to do with what caregiver did (i.e., mother holds toy			



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Behaviors: **Child**

Child's Name: \_\_\_\_\_

	SYM	SENS	EXAM
out for child; child looks at mother and toy, then returns to what he was doing before) 2 = Notices caregiver's response, then responds contingently by elaborating on what caregiver did, by taking toy held by caregiver and examining it, by imitating her, or some other response that is clearly linked to what caregiver did.			
20. Uses language (e.g., sounds, words, and/or gestures) during interactions. Circle which ones were used.			
<b>Total for Two-Way, Purposeful Communication</b>			
<b>BEHAVIORAL ORGANIZATION, PROBLEM-SOLVING, AND INTERNALIZATION (A Complex Sense of Self)</b>			
21. Engages in complex patterns of communication stringing together several circles of communication with caregiver (initiated and elaborated on by child) using gestures, vocalizations, and/or words. <i>Scoring:</i> 0 = 0 to 2 circles 1 = 3 to 5 circles 2 = 6 or more circles			
22. Imitates or copies something new that the caregiver introduces, then incorporates idea into play (i.e., caregiver feeds doll; child copies this).			
<b>Total for Behavioral Organization, Problem-Solving, and Internalization</b>			
<b>REPRESENTATIONAL CAPACITY (Elaboration)</b>			
23. Engages in symbolic play with the various toys or equipment (e.g., plays out cars racing), going beyond simple concrete actions (e.g., feeding self with cup).			
24. Engages in pretend play patterns of at least one idea in collaboration with caregiver (e.g., one part of a script or scenario played out).			
25. Uses language or pretend play (e.g., playing out with doll figures) to communicate needs, wishes, intentions, or feelings.			
26. Uses pretend play to express themes around closeness or dependency (e.g., putting dolls to sleep next to one another; feeding caregiver and dolls).			
27. Uses pretend play to express themes around pleasure and excitement around humorous theme (e.g., imitating humorous behaviors).			
28. Uses pretend play to express themes around assertiveness (e.g., cars racing).			
29. Creates pretend drama with two or more ideas that are not related or logically connected.			
<b>Total for Representational Capacity (Elaboration)</b>			
<b>REPRESENTATIONAL DIFFERENTIATION (Building Bridges Between Ideas and Emotional Thinking)</b>			
30. Pretend play, however unrealistic, involves 2 or more ideas, which			

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Child's Name: \_\_\_\_\_

	SYM	SENS	EXAM
are logically tied to one another. Child may build on adult's pretend play idea.			
31. Elaborates on pretend play sequence of two or more ideas, which are logically connected and grounded in reality. There is a planned quality and child can elaborate to "how", "why", or "when" questions, giving depth to drama.			
32. Uses pretend play or language to communicate themes containing 2 or more ideas dealing with closeness or dependency (e.g., doll gets hurt, then gets kiss from daddy, then plays ball together).			
33. Uses pretend play or language to communicate themes containing 2 or more ideas dealing with pleasure and excitement in humorous game (e.g., imitates funny word heard, watches how caregiver reacts, then laughs).			
34. Uses pretend play or language to communicate themes containing 2 or more ideas dealing with assertiveness (e.g., soldiers search for missing person, find her, then battle to save her again)			
<b>Total for Representational Differentiation (Emotional Thinking)</b>			
<b>Total Child Score</b>			
<b>TOTAL FEAS SCALE SCORE</b> (add Caregiver and Child scores)			

Child's Name: \_\_\_\_\_

## FUNCTIONAL EMOTIONAL ASSESSMENT SCALE

### PROFILE FORM

FOR 3 TO 4 YEARS OLDS

Subtest	Score		Normal	At Risk	Deficient
	SYM	SENS			
<b>CAREGIVER</b>					
Self-Regulation and Interest in the World			4-6		0-3
Forming Relationships, Attachment, and Engagement			7-8	6	0-5
Two-way, Purposeful, Communication			9-10	8	0-7
Behavioral Organization, Problem-Solving, and Internalization			12-14	11	0-10
Representational Capacity			6-10	5	0-4
Representational Differentiation			2-6		0-1
<i>Total Caregiver Score</i>			<i>42-54</i>	<i>40-41</i>	<i>0-39</i>
<b>CHILD</b>					
Self-Regulation and Interest in the World			12-14	11	0-10
Forming Relationships, Attachment, and Engagement			14-16	13	0-12
Two-way, Purposeful, Communication			8-10	7	0-6
Behavioral Organization, Problem-Solving, and Internalization			2-4		0-1
Representational Capacity			8-14	7	0-6
Representational Differentiation			2-10		0-1
<i>Total Child Score</i>			<i>48-66</i>	<i>46-47</i>	<i>0-45</i>
<b>Total FEAS Scale</b>			<b>93-120</b>	<b>86-92</b>	<b>0-85</b>

Key: SYM = Symbolic; SENS = Sensory